**May 1st Reflections**

Writing Workshop

Conclusions that leave the reader thinking

* I like this lesson and the way that it can mirror the previous day’s lesson in Introductions (both have two parts, both bookend your essay, one invites the reader to think about your topic, the other leaves your reader thinking about your topic).
* I think the lesson itself went well. It was well-paced and students had strong ideas.
* One thought that came up in turn and talks that surprised me (though, in retrospect, I don’t know why having read a lot of conclusions using this strategy) was that instead of leaving your reader thinking with something like “a powerful image” or “ways to learn more,” some students felt like the best way to leave a reader thinking was with a question. We talked about combining multiple concepts of the conclusion.
* The workshop time felt more on task and productive than Monday’s.

Math

Solids

* I began with something of a recap of some of the learning from yesterday’s triangle exploration. My feeling is that Area of a Triangle just needs to become a more regular part of the student’s lives, a part of their review work/homework.
* The solids lesson was fun. Students have a lot of real world experience with different 3-D shapes, and there is something exciting about learning about solids.
* For some students, I think this was definitely review (at least in part).
* Students were quick to pick up on the language of solids (face, edge, vertex, pyramid, prism…)
* Some students benefited from holding real objects (a tissue box, anything) instead of just seeing the drawings on the page.

IRA

Sojourner Truth’s Step-Stomp Stride

* I really love this book. I can’t wait to continue tomorrow and reach the Ain’t I a Woman speech.
* Students did a nice job holding on to Sojourner’s development as a character, her traits, her motivation.
* One student noticed that we have read a lot of books about African Americans AND about people who go to New York recently! I also noticed that! (Langston Hughes, Eleanor Roosevelt, Joe Louis, etc.)

Reading Workshop

Reading on to figure out tricky words

* This was a quick, straightforward lesson. It was really a reinforcement of a strategy that lots of students are already using, I think, not a new concept for most.
* It was nice to revisit the Haiti article.
* When trying out this strategy, students did some really nice thinking around conservators (they are working for a museum, they are taking care of something, I see the root word conserve).